

The Wait Matters

Analyze how a proposal builds support through purposeful organization.

11.T.SS.1.d "Apply knowledge of text structure and organization to create influential texts with an introduction that guides the focus and promotes a viewpoint; strategically positioned facts, reasons, explanations, details, descriptions..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the sentence that states the writer's main claim, number the reasons and supporting details that build the case, and circle the final two sentences. These marks will show how the writer guides you from a viewpoint to a conclusion.

Shade at the Stop

- ① On a July afternoon, a rider waiting at an uncovered bus stop stands beside traffic with no relief from the sun. Our city should add shade structures to its busiest stops before next summer. This is not a luxury project. A bus stop is part of the trip, and public transportation works best when people can reach and wait for it safely. By beginning with the most exposed locations, the city can make a practical change that helps riders, drivers, and the neighborhoods that depend on reliable service.
- ② Shade can reduce direct sun exposure while people wait, and it can make the stop easier to use for older adults, children, and riders carrying groceries. It also gives bus operators a clearer, more orderly place to find passengers, especially when a marked shelter includes a visible route sign. The city does not need to rebuild every stop at once. Transit staff could use ridership counts, reports of long waits, and observations of afternoon sun to rank locations. Installing simple roofs or shade sails at the first group of stops would test the plan before wider spending.
- ③ Cost deserves attention, but doing nothing also has a cost. When waiting feels punishing, some residents may avoid transit or choose less convenient, more expensive travel. A phased project lets the city learn which designs hold up and where shade is most needed. The council should fund a pilot at ten high-ridership stops, publish a timetable, and invite rider feedback after the hottest months. Shade can make the wait more bearable and the commute more dependable. It also signals that public space should protect riders before the bus arrives.

2 ANSWER WITH EVIDENCE Use the passage

1 How does the first paragraph introduce the writer's viewpoint and guide the focus of the proposal?

2 Choose two details from the second paragraph. Explain how each detail helps the writer shape the reader's view of shade structures.

3 Why does the writer place the discussion of a phased project after describing the benefits of shade?

4 What action does the writer request in the third-to-last sentence? How do the final two sentences create a compelling conclusion?

3 YOUR TURN Your own words

Write a 3-paragraph, 100-130-word proposal urging your school to make one specific change. State your viewpoint and focus in paragraph 1, place at least two relevant facts, reasons, or details in the middle paragraph, and end with a conclusion that connects the action to a broader value.

PART 1 • READ AND MARK

Underline the sentence that states the writer's main claim, number the reasons and supporting details that build the case, and circle the final two sentences. These marks will show how the writer guides you from a viewpoint to a conclusion. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does the first paragraph introduce the writer's viewpoint and guide the focus of the proposal?	It states that the city should add shade structures at its busiest stops before next summer and frames safe waiting as an important part of public transportation.
2	Choose two details from the second paragraph. Explain how each detail helps the writer shape the reader's view of shade structures.	Responses may cite reduced direct sun exposure, easier use for older adults, children, or riders with groceries, clearer passenger locations for operators, or a low-risk pilot that uses data before wider spending. Each detail presents shade as useful and practical.
3	Why does the writer place the discussion of a phased project after describing the benefits of shade?	After establishing benefits, the phased project answers a likely concern about cost and shows that the city can test the plan before spending more widely.
4	What action does the writer request in the third-to-last sentence? How do the final two sentences create a compelling conclusion?	The writer requests a pilot at ten high-ridership stops, a published timetable, and rider feedback. The final two sentences connect shade to a more bearable, dependable commute and to the larger value of protecting riders in public space.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our school should place two water-bottle refill stations near the gym and cafeteria this year. Students move between these busy spaces throughout the day, yet the nearest fountains are often down the hall. Easy access to water would make a routine need less disruptive. First, refill stations would shorten the time students spend leaving class to find a fountain. They would also support students who bring reusable bottles, rather than requiring them to buy drinks or carry empty bottles. The school could begin with two locations, track maintenance needs, and ask students whether the stations reduce hallway traffic. The principal should include the stations in the next facilities plan. A small change in where water is available can show that the school treats students' time, health, and daily experience as priorities.

Accept answers that accurately identify the claim, supporting details, placement of the cost response, and the conclusion's appeal to both practical benefit and public responsibility. For the writing task, look for a clear introduction, intentionally positioned support, and a conclusion that extends beyond repeating the claim.